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ABSTRACT

Materials contained in the 16 volumes that make up the Rural America Series suggest practices through which rural schools can meet local community needs and realize their potential for career program delivery. This handbook, one of five in the subset of program development process documents for the series, is intended as an initial planning tool for the coordinator of a career guidance and counseling program. The handbook describes (1) establishing and orienting a career guidance program planning committee, (2) systematic procedures for planning the career guidance program, and (3) exemplary materials which could be used in a career guidance program planning-implementation effort. Section 1 discusses procedures for generating interest in and support for the program. Sample materials are provided to aid in the identification, selection, and orientation of planning committee members. Suggestions for community support of the program are also made. The planning-implementation cycle which guides the systematic development of program plans is discussed in section 2. The six steps of the cycle are described and their interrelationships are shown. A number of planning aids which can be adapted for local use are provided; techniques for effective program planning are highlighted. (TA)

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CAREER GUIDANCE, COUNSELING, PLACEMENT,
AND FOLLOW-THROUGH PROGRAM FOR RURAL SCHOOLS

Planning and Implementation:

A Coordinator's Guide to Career Guidance Program Development

Valija Axelrod
Mary Korfhage
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U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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CAREER GUIDANCE, COUNSELING, PLACEMENT, AND FOLLOW-THROUGH PROGRAM FOR RURAL (SMALL) SCHOOLS

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FOREWORD

The development of comprehensive career guidance and counseling programs is the result of careful planning. Planning is especially important in rural schools because resources, particularly financial ones, are limited. However, parental and community interest in and willingness to support the school program are widespread. The procedures described in this handbook provide a framework which will enable rural educators to take advantage of the richness of these human resources. Involvement of community members in program development builds commitment and leads to shared responsibility for planning. This handbook is one of a series of handbooks designed for rural school personnel interested in developing comprehensive career guidance programs. It serves as the frame of reference for using the other handbooks in the program development process.

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We hope that you find this handbook to be useful. We welcome your comments for its improvement.

Robert E. Taylor
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INTRODUCTION

Comprehensive career guidance programs are necessary to facilitate the career development of rural youth. In such programs, primary emphases need to be placed on enhancing students' self and interpersonal relations, facilitating their preparation for assuming interrelated life roles, and improving their career planning and decision-making skills. A comprehensive career guidance program integrates a set of developmentally planned experiences in each emphasis area. In addition, comprehensive programs address the career interests, expectations, and aspirations of all students regardless of age, sex, or grade level. The most effective programs are those which are developmental in nature and undergo continuous revision in order to meet the changing needs of students and their environment.

Designing and delivering comprehensive career guidance programs is a complex undertaking which requires careful and detailed planning. Although not easy, planning is a logical process which can be learned. Planning is a dynamic approach to problem solving. To be successful, action-oriented planning requires purpose, involvement, direction, and results. Action rather than reaction allows planners to be more responsive to present and projected student needs with greater levels of accountability for program outcomes.

A problem-solving approach for facilitating career development is presented in *The Life Role Development Model*. The model describes problem solving as a four step process:

1. Collecting information
2. Synthesizing information
3. Acting on information
4. Obtaining feedback

The four steps can be used to provide initial organization for local planning efforts. These steps are general and can be applied to all phases of program planning. Using this problem-solving approach will assure depth and coordination of career development experiences. Comprehensive career guidance programs can be developed through the systematic identification of specific problem areas and the creative resolution of the identified problems. Within the problem identification and problem resolution phases of planning is a logical sequence of more manageable steps:

1. needs assessment
2. objective development
3. resource assessment
4. strategy development and programming

5. implementation

6. evaluation

These six steps form a cycle. It is presented in Figure 1 and will be used as the basis for the discussion of planning-implementation in this handbook.

About the Handbook

This handbook is one of a series of handbooks designed for rural school personnel interested in developing comprehensive career guidance programs. In fact, this handbook offers a frame of reference for using the other handbooks in the program development process. These handbooks constitute a total package. The purpose of the *Planning-Implementation* handbook is to link the elements of the total package. It is intended to be used by the person assuming responsibility for coordinating the program planning process. It provides this coordinator with an overview of planning and the procedures for implementing career guidance programs.

This handbook is intended to upgrade the planning skills of those responsible for developing career guidance programs in rural settings. It is designed to help educators overcome these complexities and difficulties by presenting planning procedures in a systematic way. By following the suggested procedures, program planners in the rural setting can synchronize all aspects of a comprehensive program into a coordinated and dynamic whole.

Organization of the Handbook

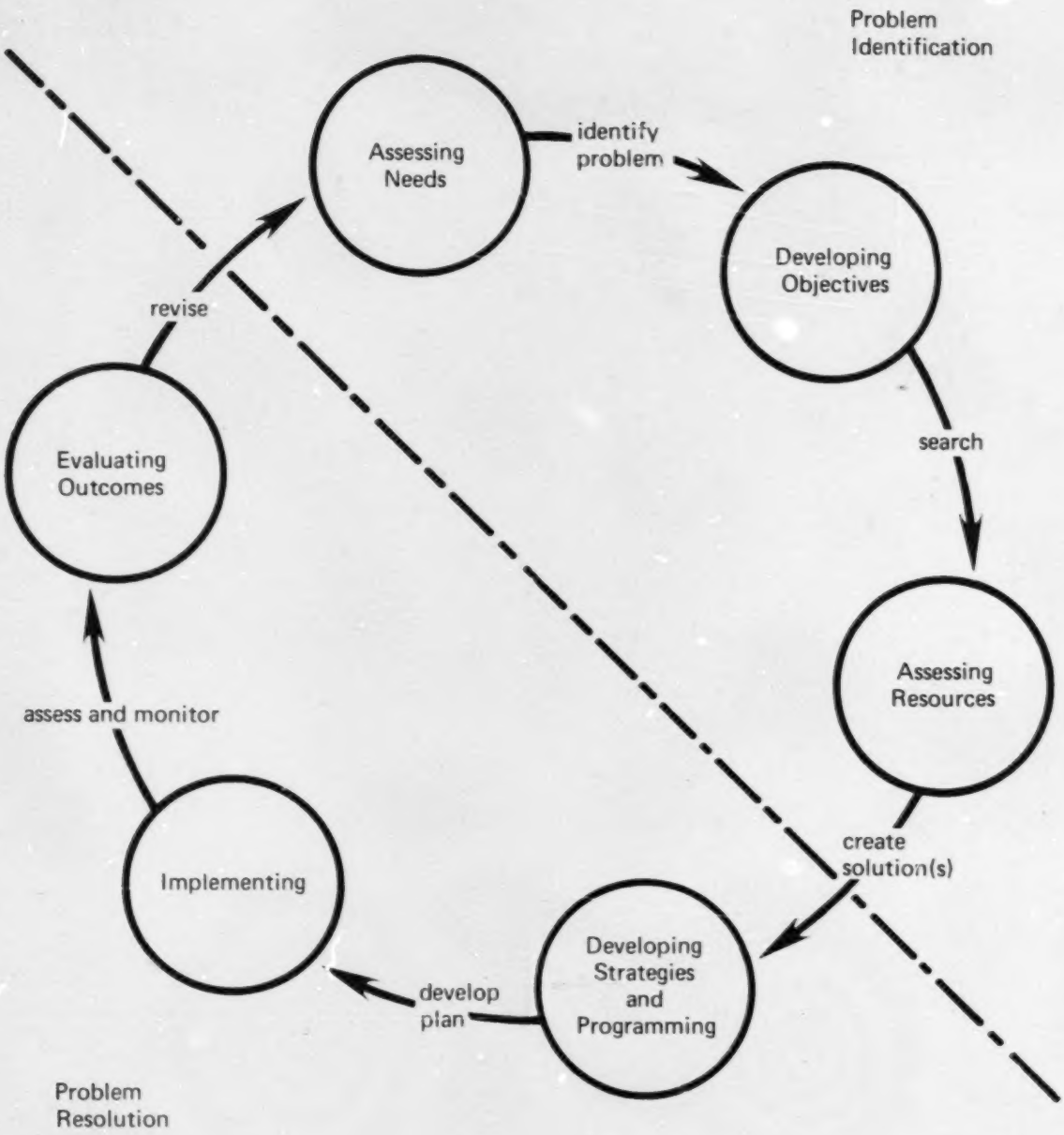
This handbook describes (1) establishing and orienting a career guidance Program Planning Committee, (2) systematic procedures for planning the career guidance program, and (3) exemplary materials which could be used in a career guidance program planning-implementation effort.

Section I discusses procedures for generating interest in and support for the program. Sample materials are provided to aid in the identification, selection and orientation of Planning Committee members. Suggestions for rallying community support for the program are also made.

The planning-implementation cycle which guides the systematic development of program plans is discussed in Section II. The six steps of the cycle are described and their interrelationships are shown. A number of planning aids which can be adapted for local use are provided. Techniques for effective program planning are highlighted.

FIGURE 1

Planning-Implementation Cycle



SECTION I

CAREER GUIDANCE PROGRAM PLANNING COMMITTEE: FORMATION, ORIENTATION, AND INITIAL ACTIVITIES

The success of the career guidance program will depend on the cooperative efforts of individuals in the school and community. The Coordinator is the key person in establishing the commitment of the school and community to the program as well as providing leadership for program planning development, implementation, and evaluation.

Rallying Support

Before initiating program planning, it is important to generate interest among persons who support guidance as a developmental effort to overcome the career development needs of youth. These people may form a nuclues of interested persons who will, when the appropriate time arrives, assist in generating and spreading interest in and enthusiasm for the program. This initial group of people will, for the most part, have to be contacted on a one-to-one basis. The success of this task will depend on conveying to them the significance of a comprehensive career guidance program and the role it can play in meeting the career development needs of students in the community.

The following are some of the individuals who may be contacted:

1. Building principals
2. Classroom teachers
3. School board members
4. Curriculum coordinators
5. Heads of civic organizations
6. Representatives of business and industry
7. Community church leaders
8. Student leaders
9. Parents
10. Counselors
11. Local government leaders
12. Labor representatives
13. Special interest group representatives

Planning Committee Selection

Once a core of strongly supportive people is created, formal support from the appropriate administrative personnel for establishing a working Program Planning Committee should be sought. As a part of obtaining administrative support, it is helpful to recommend potential members for the career guidance Program Planning Committee. Most of these individuals will have been identified during the interest-generating phase of this effort. A Planning Committee Member Recommendation form is provided in Exhibit A.

Characteristics to consider in selecting Planning Committee members include their

- interest in the program
- ability to generate enthusiasm for the program
- willingness to serve on the Planning Committee
- recognized leadership in the school and/or community
- ability to work effectively in a group situation
- time to devote to serving on the Planning Committee
- ability to assist in accomplishing the tasks of the Planning Committee
- ability to solve problems

Other considerations in the selection of committee members are the size and composition of the group. The size of the committee will be influenced by the projected amount of work and the number of individuals needed to accomplish the tasks involved. It is usually recommended that working groups be composed of five to eight persons. However, this is only a guideline and the final decision about the size of the committee will be determined by the size and needs of the community and school district. The composition of the Planning Committee should be representative of the community and school district. Among the members should be counselors, teachers, students, parents, and influential community members.

The Coordinator and the administration should make the final selection of the Planning Committee members. These individuals should be notified of their selection and letters of acceptance obtained from them. A sample letter of membership appointment is included in Exhibit B. When all letters of acceptance are received, a news release (accompanied by a picture, if possible) should formally announce the appointment of the Planning Committee and the initiation of the career guidance program. A sample news release is provided in Exhibit C. Similar announcements should also be made to the school board, school faculty and staff, Parent-Teacher Association, and the school newspaper, if one exists. These announcements will be the first publicity for the career guidance program. Their purposes are to generate awareness, interest, support, and participation in the program development effort. As the Planning Committee's work gets underway, continued use should be made of the various news media to maintain community interest in and support for the program.

Planning Committee Orientation

Following the formation of the Planning Committee, its members will need orientation to the procedures which will be followed in career guidance program development. A well-planned session with the Planning Committee—as a group—is the most efficient way to provide the necessary information. It is the Coordinator's responsibility to organize and conduct this session.

The purposes of the orientation session are to (1) communicate to all involved the planned process for implementing the career guidance program, (2) determine roles and responsibilities, (3) distribute pertinent materials, and (4) discuss the overall purpose of the career guidance program. These purposes may be met by addressing the following topics:

1. Rationale for career guidance program

2. Background reading and additional sources of information

3. Roles and responsibilities of the Planning Committee and its members

4. Structure and content for subsequent meetings

5. Questions and concerns

Each of these topics is expanded below.

1. *Rationale for Career Guidance Programs.* The formation of the Planning Committee is an indication of a general awareness of the need for a new or renewed career guidance program in the community. Although the need for a comprehensive career guidance program was discussed with each member prior to the formation of the Planning Committee, a more detailed presentation of program rationale is appropriate at the orientation meeting. Specifically, comprehensive career guidance programs operate through the curriculum and through specialized approaches to help individuals develop skills in self and interpersonal relations, career planning and decision making, and life role assumption. The rationale for a comprehensive career guidance program in the rural setting is presented in the *Life Role Development Model.* An exemplary statement of program rationale adapted from Moore and Gysbers (1973) is included in Exhibit D.

2. *Background Reading and Additional Sources of Information.* Committee members may be interested in expanding their knowledge of career development as the basis for career guidance program planning. However, they may need assistance in identifying suitable, current resources. Therefore, it will be helpful to have a list of materials which are available for their use. Pertinent sources of information are (1) state departments of education, (2) regional educational associations, (3) guidance and counseling departments at nearby colleges and universities, and (4) individuals involved in career guidance programs in nearby school districts. It may be possible to obtain from these sources multiple copies of some materials which can be distributed to committee members. A companion document, *Career Guidance Resources Handbook,* catalogs a variety of materials related to career guidance programs.

3. *Roles and Responsibilities of the Planning Committee and Its Members.* The Planning Committee is a working team with the responsibility to make and/or influence decisions regarding the career guidance program. Individual members may serve in either leadership or participant capacities on the subcommittees or groups established to deal with various aspects of career guidance program development, e.g., needs assessment, behavioral objective development, or evaluation. It is also possible that Planning Committee members may serve only to advise these subcommittees and coordinate their activities as responsibilities are carried out. In the use of the human resources available, it should be remembered that strong leadership will be needed during all phases of development. Precautions should, therefore, be taken to avoid wearing people out in the early stages of program planning.

Another important function of the Planning Committee is to provide liaison services among the many groups which will be involved in and/or served by a comprehensive career guidnace program. By having and sharing correct information about the program, its goals, and its potential contribution to the quality of life in the community, Committee members can do much to enhance the image of the program and generate school and community support. These public realtions and publicity functions will be especially vital when the program is in its initial stages.

The Planning Committee will play an important role in determining the success of a career guidance program. Awareness of and commitment to responsibilities will contribute much to the Committee's effectiveness as a working group.

4. *Structure and Content for Subsequent Meetings.* Before closing the orientation session, plans should be made for subsequent meetings. This type of planning will give the group a sense of cohesiveness, stability, and purposive continuance. Meetings should take place on a regularly scheduled basis. A comfortable location with movable furniture and sturdy writing surfaces is desirable. Possible meeting places include small, public meeting rooms, the school, or members' homes. It is difficult to project the frequency with which the Planning Committee should meet. Undoubtedly, meetings will occur more often during the initial planning stages. Early on, weekly meetings may not be unreasonable. Time between meetings should be sufficient to enable members to complete assumed responsibilities and prepare for discussions. A checklist for structuring future meetings is found in Exhibit E.

5. *Questions and Concerns.* Although questions may be raised at any point during the orientation session, a period of time should be set aside for questions not already addressed. If concerns arise that cannot be answered, additional information should be sought before the next meeting. The more informed this group is and the deeper its understanding of career development and the need for career guidance programs, the better it will function. At each subsequent meeting, time should be allotted for questions and concerns.

Organization of Meeting Content. The topics discussed above are broad and may become unwieldy without adequate forethought to their order of presentation and detail of coverage. Therefore, time should be spent before the meeting determining the manner in which information will be presented. It may be helpful to prepare an agenda. This agenda will help organize thoughts before the meeting and will describe the meeting structure to Planning Committee members. It will also serve as a guide for pacing the meetings so that all topics will be covered during the allotted time. The agenda should be given in advance to committee members so they too can prepare to participate. A sample agenda is included in Exhibit F. In addition, it may be advantageous to set aside a few minutes before the meeting for introductions, coffee, and informal conversation. This time will foster a friendly, relaxed atmosphere and will encourage effective working relationships among group members.

Initial Activities

With the assistance of the Planning Committee, the Coordinator should outline initial activities which will inform the community about career guidance programs and the needs of youth.

The success of new and existing career guidance programs depends on effective communications that present the programs to the public. Career guidance involves the total school and community. Therefore, to be operational the program must reach many groups: students, parents, school staff, business and industry, and civic organizations.

Various forms of media can be used to communicate information. In the rural setting, availability of local newspapers, school newsletters, radio, and television may be more limited than in urban areas. One of the most effective means of communication, in the rural community, is through students and school-sponsored activities. For example, students could participate in publicity contests making bulletin board or window displays, posters, or signs. These provide good ways to describe career guidance programs and their benefits.

Another effective publicity technique is a public meeting to provide the community with information about career guidance programs and their beneficial impact on the community and school. Scheduling and planning this meeting will require the involvement of Planning Committee members. Although this meeting should be designed to take advantage of locally available materials to meet local needs, some suggestions for program activities follow:

1. A short film illustrating students engaged in career guidance activities
2. Display of student-made posters and signs
3. Display of career guidance publications, games, kits
4. Short talk by an individual actively involved in a career guidance program
5. Panel of students discussing their perceptions of needs
6. Group discussion(s) with active involvement of participants

This meeting should be held in a community center, school, or church where community members would be comfortable. Care should be taken to assure that the meeting room is adequate in size, that facilities are adequate for meeting purposes, and that the atmosphere would encourage active participation of those attending. Active participation is also enhanced when refreshments are provided. A sample agenda for a rural town meeting is provided in Exhibit G.

One strategy for announcing this meeting to the public is a news article designed to generate interest in attending the meeting. Tips for writing an effective news article are provided in Exhibit H. Another strategy is a letter to parents sent home with each student. A sample letter is included in Exhibit I.

The success of this meeting will be realized by increased community acceptance of the career guidance program and willingness to participate in program development. In this way, the pool of interested workers will be increased.

COORDINATOR'S CHECKLIST I

FORMATION, ORIENTATION, AND INITIAL ACTIVITIES OF PLANNING COMMITTEE

Developing Support System

1. Initiate contact with leaders of formal and informal groups within community through
   - personal contact
   - telephone
   - mail
2. Identify potential members/alternates for the Planning Committee who have indicated willingness to serve.
3. Obtain administrative approval for appointments of Planning Committee members.
4. Notify Planning Committee members of their selection.
5. Obtain written commitments from Planning Committee members.
6. Announce appointment of Planning Committee members through
   - local newspaper
   - radio
   - television
   - school newspaper
   - PTA
   - school board
   - staff
   - other

Arrangements for Planning Committee Meeting

1. Establish date and time for orientation session.
2. Select place for meeting:
   - members' homes
   - bank meeting room
   - community center
   - school
   - church

3. Notify members of time, date, and place:

   - postcard
   - telephone

Planning Orientation Session Program

1. Identify topics to be covered:

   - introductions
   - rationale for career guidance programs
   - overview of perceived local need for a career guidance program
   - background reading and additional sources of information
   - roles and responsibilities of the Planning Committee and its members
   - structure for subsequent meetings
   - questions and concerns
   - others

2. Determine format for orientation session:

   - group discussion
   - guest speaker(s) presentation
   - presentation by coordinator
   - media presentation
     - video-tape
     - slides
     - films
     - other

3. Prepare agenda:

   - order presentation
   - allot time for each activity
   - prepare a copy for each committee member
   - distribute prior to meeting

4. Identify necessary materials and make arrangements for having them available:

   - sufficient copies of materials to be distributed at meeting
   - slide/film projector
   - screen
   - video-tape machine
   - chalk, chalkboard
   - newsprint, easel, and marking pens
   - paper, pens
   - refreshments

Conduct Orientation Session

Review Unfinished Business

1. Prepare list of questions that were not answered during orientation session.
2. Note any agenda items that were not adequately covered.
3. Seek information necessary to respond to questions.

Initial Activities

1. Communicate program to public:
   - press releases
   - radio
   - television
   - student activities
   - school-sponsored activities
2. Schedule and plan public meeting:
   - time and date
   - agenda
   - roles and responsibilities
   - location
   - publicity
   - resource materials
   - equipment necessary
   - refreshments

SECTION II

PLANNING A COMPREHENSIVE CAREER GUIDANCE PROGRAM

The charge of the Planning Committee is to develop a comprehensive career guidance program to be implemented in the school or school district. In planning a career guidance program, it is necessary to address each of the areas which are usually considered to be necessary elements of a *comprehensive* program. Comprehensive career guidance programs are designed to facilitate the development of students in the following areas:

1. Self and interpersonal relations domain – This domain focuses on the individual's understanding of self, society, and the attitudes and values held by individuals and groups. It also addresses the individual's acceptance of self and ability to develop interpersonal relationships.

2. Career planning and decision making domain – This domain enables individuals to evaluate career decisions as they relate to personal values and to accept responsibility for those decisions. It emphasizes career planning as an ongoing process reflecting continuous learning in a changing environment.

3. Life role domain – This domain advances understandings of the world of work, leisure, and economics which are integral to life style selection. It focuses on the interrelatedness of the individual's roles in the home, school, and community.

Elements of a Comprehensive Program

The delivery of services to facilitate individual development in each of these areas is accomplished through the guidance program. Although the specific program configurations vary, comprehensive programs should include individual counseling, guidance in group settings, and program support elements.

Counseling

Counseling is at the heart of the career guidance program. The counseling component provides the following program services which are coordinated by the counselor:

1. Counseling – The face-to-face interaction that takes place between the counselor and counselee in which the primary focus is on positive growth and development of the individual. To do this, a trained counselor helps individuals meet their idiosyncratic needs.

2. Individual Inventory – This service is designed to help each individual examine his/her potentialities and achievements. It involves the collection, summarization and interpretation of individual student data to maintain a moving record of each individual's development.

3. Information Service – This service assures that accurate, up-to-date information is available and accessible to promote effective decision making by individuals. This service provides for the collection, maintenance and dissemination of current educational, occupational, and personal-social information.

4. Coordination and Referral Service – This service includes the referral of individuals to school and community resource persons and agencies. These resources supplement the guidance program in meeting individual needs in the areas of health, welfare, employment, and recreation among others.

5. Placement – This service is geared toward assisting students in assuming adult life roles. It provides assistance to individuals in obtaining employment and/or taking the next step in education.

Guidance in Group Settings

Guidance in group settings is based on the shared needs of identifiable groups of individuals. Meeting these shared needs can be effectively accomplished in group contexts. Identifiable groups may be already in existence or may be formed around common needs. Frequently, career guidance activities are carried out in classrooms or in special interest groups.

Group guidance provides planned experiences which can be conducted in small groups, in guidance classes, through special units in regular classes, and through assemblies, clubs, and activity groups. Group guidance techniques can be used to meet the needs of individuals not only within the context of the school's program, but also in home and community settings.

Some of the methods used to promote career development in group settings are (1) infusing career guidance concepts and activities into classroom subject areas, (2) providing information and service through a career resource center, and (3) transporting career guidance materials and services to remote areas.

Guidance in group settings promotes individual career development. The group focus complements the individual counseling aspects of the program.

Program Support Elements

Staff Development – Successful implementation of a comprehensive career guidance program hinges on the abilities of the counselor and educational staff to provide meaningful career development experiences. Therefore, ongoing staff development activities are designed for persons who impact on individual students. Staff development is an effective means of upgrading the skills of individuals involved in a career development program. The focus of specific staff development experiences is determined in response to local needs. Frequently expressed areas of need include

- increasing understanding of career development and practice
- improving skills in interpersonal and group relations
- developing abilities to identify, evaluate, and use resources

Community Relations and Involvement – A dynamic program of community relations and involvement enhances the viability of career guidance programs. Because school personnel cannot normally provide all relevant career development experiences within their time and resource constraints, the career guidance program is enhanced when the educational staff draws upon the resources of the community to achieve program goals and objectives. Involving significant publics in planning and implementing career guidance activities strengthens the program and encourages community acceptance of and commitment to career development efforts.

Attitude and Value Expansion – Student career aspirations are influenced by the attitudes and values of significant others. The aspirations of rural youth are often limited by the narrow range of career options perceived to be available to them. Therefore, career guidance program goals may not be realized. For this reason considerable effort should be given to expanding rural adults' perceptions of career opportunities. Particular emphasis should be placed upon eradication of sex, ethnic, and socioeconomic stereotypes which limit perceived career planning options.

Organization of the Planning Process

The work of planning for a comprehensive career guidance program can be organized through the use of the planning cycle (Figure 1). Its steps form a systematic procedure for planning and implementing new and responsive programs or improving existing ones.

Step 1 – Assessing Needs

The planning process should begin by encouraging administrators, teachers, employers, parents, and students to participate in defining local career development needs.

An analysis of the present status of career guidance in your district will provide the framework and the parameters for the planning process. Initially, this analysis may involve an almost casual examination of community needs for a career guidance program. To facilitate early identification of career guidance program needs, an assessment checklist is provided in Exhibit J.

Additional information within these perceived need areas may be required to provide a sufficiently comprehensive and detailed reference base to guide and support the planning effort. To gather this information, the Committee will need to determine

1. what kind of information should be sought,
2. who can provide this information,
3. how to collect this information, and
4. when to request it.

For example, it may be desirable to obtain input from students, parents, teachers, recent gradautes, and community employers. This input would be collected in two steps. First, a small number of individuals would identify important needs for further investigation. Second, a broader and more representative group would provide more detailed information within the most important areas.

With limited time and resources available, students should receive primary attention when deciding who to assess. However, an attempt should be made to assess as many groups as possible.

The result of this initial needs assessment is the identification of specific needs. Importance, determined by ranking, allows the Committee to focus its attention and energy on meeting one or a manageable number of needs at once. This needs assessment phase is completed when goals are established and prioritized. Detailed information and procedures for identifying needs are presented in a companion handbook: *Career Development Needs Assessment.*

The Program Planning Committee is responsible for coordinating the total needs assessment process. It is recommended that a member of this Committee coordinate the needs assessment. Because the needs assessment provides direction for the remainder of the planning effort, this person should be carefully selected and provided with a copy of *Career Development Needs Assessment.* Primary considerations for selection should be the individual's capability for providing strong leadership and ability to relate to others. This individual would be responsible for various aspects of the needs study and keeping the entire Planning Committee informed about problems and progress in this area.

When the procedures outlined in the needs assessment handbook are followed, it is estimated that priority goals can be identified in six to eight weeks. This estimate should help the Planning Committee project a schedule for completing its scope of work.

It should be pointed out that the needs assessment process is not a one-time activity. Future program expansion will require the subsequent assessment of needs in other areas. Similar procedures which account for local characteristics should be followed.

Step 2 – Developing Objectives

Once the needs assessment has been completed and general goals identified and established, it is time to be more specific—to more clearly and precisely spell out each goal. These more specific statements are called objectives. Objectives are extremely important because they serve as the basis for all further planning activities.

Because career guidance is concerned with understanding the potentials and limitations of each individual in order to help him/her attain realistic goals, it is important to state objectives in terms of the individual. Objectives provide the framework for the design, implementation, and evaluation of all planned guidance program activities.

Objectives written for the career guidance program must be defined in behavioral terms. A major advantage of these behavioral objectives is an increase in the clarity of communication. Properly written objectives clarify expectations and focus more attention on meeting the individual's needs.

The Program Planning Committee plays an instrumental role in assuring that the broadly defined statements of intent (goals) which set the stage for the program are translated into statements which focus on student behavioral outcomes.

The Planning Committee is responsible for selecting a person to serve as the coordinator for the task of developing behavioral objectives. The person selected for this role could be a member of the Planning Committee. However, if this person is not a member, close working relationships must be established. The leader for behavioral objective development must be carefully selected. Ideally, the leader should possess the following qualifications and characteristics:

1. Have a working knowledge of career development theory.

2. Demonstrate leadership qualities.

3. Be familiar with the process of writing behavioral objectives.

4. Be a school faculty/staff member.

5. Have in-service training capabilities.

After the Planning Committee has identified the appropriate person for the task, an orientation to behavioral objective development is in order. The leader for behavioral objective development should receive information describing the goals generated during the needs assessment, procedures for writing behavioral objectives, and Committee expectations regarding anticipated completion date.

The leader should be given a copy of *Behavioral Objectives* and the list of locally-generated goals. The Planning Committee is also responsible for establishing a time frame in which objective development will take place. Behavioral objectives must be written after the goals have been established and before strategies for meeting the goals and objectives are determined. It was estimated earlier that approximately six to eight weeks should be allowed for conducting the needs study. Remembering that the dates chosen must coordinate with those set for other program planning tasks, four to six weeks should be allocated for the development of behavioral objectives.

Step 3 – Assessing Resources

The planning-implementation cycle provides structure for the resource assessment process. Before objectives can be implemented, attention must be given to the consideration of resources necessary for implementation.

This phase of planning is useful in identifying the resources within the school and community that would be of value to the career guidance program. Resources needed to support the implementation of program objectives include material, human, organizational, and facilitative resources.

It is beneficial to develop a central resource file which can be used to locate identified resources. Initial resource identification can occur at the same time as the needs assessment. *Resource Assessment* presents information about (1) potential methods for developing resources, (2) sample materials, and (3) guidelines for using and evaluating resources.

The identification and assessment of resources is a large undertaking and will require the assistance of a number of individuals. The Planning Committee is responsible for overseeing the resource assessment process. A member of the committee or a person willing to work with the committee should be selected to coordinate the resource assessment process.

Resource assessment is ongoing. New resources should be referenced in the file as they are identified. Because resources may be found in a wide variety of areas, many individuals should be encouraged to contribute information to the resource assessment coordinator. A concerted, initial effort to identify resources could be completed in four to six weeks.

Step 4 – Developing Strategies and Programming

This phase of planning involves selecting an alternative for implementation, designing a method to gain its acceptance, and outlining procedures for its implementation.

Alternative Selection. Generating alternatives, analyzing them, and selecting the best one for implementation are the major steps to be followed. These steps assume the existence of clearly stated objectives and knowledge of available resources.

The reason for generating alternatives is to provide a broad base for decision making. Identifying as many alternatives as possible and seriously thinking through each one increase the likelihood of a sound decision.

Specifically, generating alternatives involves suggesting possible strategies aimed at achieving objectives. Alternatives provide the map for reaching a chosen destination by various paths. The problem is to choose the "best" one.

The criteria used during the analysis of alternatives should reflect local constraints. In examining the alternatives you may wish to consider those which

- have been successful in the past
- can be conducted individually or in groups
- take advantage of expertise of local staff
- can be implemented with minimal cost
- can be easily and readily implemented
- can be introduced with minimum disruption in the school's program

These points of consideration are only suggestive. The specific criteria that will be applied in the selection process are likely to be quite different because of local conditions. The final choice of criteria, and subsequently, the selection of a specific alternative rests with the individual(s) who desires to implement the objectives.

The selection of a particular alternative is only half the battle. It is still necessary to win broad acceptance for new approaches introduced for career guidance in your district.

Winning Acceptance. It is not unlikely that certain individuals or groups of individuals in the community may try to prevent the introduction of new or different approaches. It may even be possible to anticipate their reasons for resistance. With this knowledge it is possible to identify methods that can be used to gain support.

The number of specific methods which could be used to win acceptance for new approaches is very large. However, these methods can be classified into three major categories: informative, persuasive, and coercive.

Informative strategies are designed to increase the public's knowledge about the innovation. These strategies typically use visual and verbal means of conveying ideas. Printed materials, lectures, and demonstrations are examples of some means for providing the desired information.

The primary advantages associated with informative strategies are (1) efficiency in addressing large numbers of individuals, and (2) the ease with which recipients can obtain this information. In contrast, the major disadvantages are that (1) it may be impossible to provide enough information in the space or time available, and (2) the information may be misinterpreted with little opportunity for clarification.

Persuasive starategies rely upon the use of personal influence and friendships. Desire for prestige and power, peer pressure, and the need for personal acceptance act to encourage support for new approaches. Personal contact, community involvement, and endorsement by prominent community leaders are means for carrying out these strategies.

One major advantages of persuasive strategies is that through personal contact and word-of-mouth, many individuals become aware of the innovation. As individuals observe their friends supporting the innovation, they, too, grow to accept it.

Coercive strategies emphasize the use of authority to assure compliance in using a new approach. To be successful, coercive strategies must be initiated by persons in positions of power (e.g., principal, superintendent) and require constant monitoring to assure that the orders are being followed. Although these strategies may evoke initial compliance, long-term commitment may not develop. When sanctions are removed, old patterns of behavior frequently return. These methods will probably be least effective in the attempt to generate acceptance for innovations.

Programming

Following selection of the "best" alternative for implementation and consideration of a strategy to win its acceptance, it is necessary to identify those elements which will influence its success. Tasks that must be accomplished before the alternative is implemented should be identified and the order in which these tasks must be completed should be determined. In addition, the use of time and resources (e.g., staff and budget) for task accomplishment must be estimated. These aspects of providing structure for task accomplishment are called programming.

Seldom is it possible to put the chosen alternative immediately into practice. It may be necessary to first accomplish some preliminary tasks. If, for example, the third grade teachers decided to invite a local postal worker to talk to their students, they would make some prior arrangements:

1. Identify and contact a postal worker.
2. Select a convenient date and time.
3. Secure materials requested by the speaker.
4. Locate a room of adequate size.
5. Remind students that a visitor is coming.

The teachers would also decide who would be responsible for doing each of the tasks. Because all tasks must be completed prior to the presentation, deadlines must be determined for each task. In this instance, budget considerations would, probably, be minimal considering anticipated small costs.

In a similar way, the Planning Committee must consider the preliminary tasks associated with program development. The Committee's charge is to (1) identify preliminary tasks and related responsibilities, (2) determine the logical order in which these tasks should be accomplished, (3) estimate time, staff, and budget needed to accomplish each task, and (4) establish anticipated completion dates.

The tasks that the Planning Committee identifies will vary in level of detail. At a general level, the Planning Committee may consider its work to include the following tasks:

1. Conducting a needs assessment
2. Developing behavioral objectives
3. Conducting a resource assessment
4. Developing strategies and programming
5. Implementing selected strategies
6. Evaluating the program

Each of the above tasks, however, could be divided into smaller units. In order to conduct the needs assessment, the Committee may wish to analyze the task in greater detail. It may be desirable to:

- appoint one member of the Committee to coordinate all data gathering activities.
- inform this member of a timeline that the needs study should follow.
- make provision for interpretation of collected data.
- disseminate results of needs assessment.

Tasks should be identified at the level of detail most useful to the Planning Committee. Common sense will generally dictate the level of specificity required. The Planning Committee should, however, be concerned with all tasks for which it has direct responsibility. If a particular individual assumes the responsibility for coordinating an entire task, the Planning Committee may choose to leave the detailed planning to that individual. But, the members of the Planning Committee should provide assistance.

Many planning aids are available to facilitate programming. These aids vary from the use of simple charts and graphs to complex networking procedures requiring greater skills. However, the particular management tools selected should help the Planning Committee structure its work.

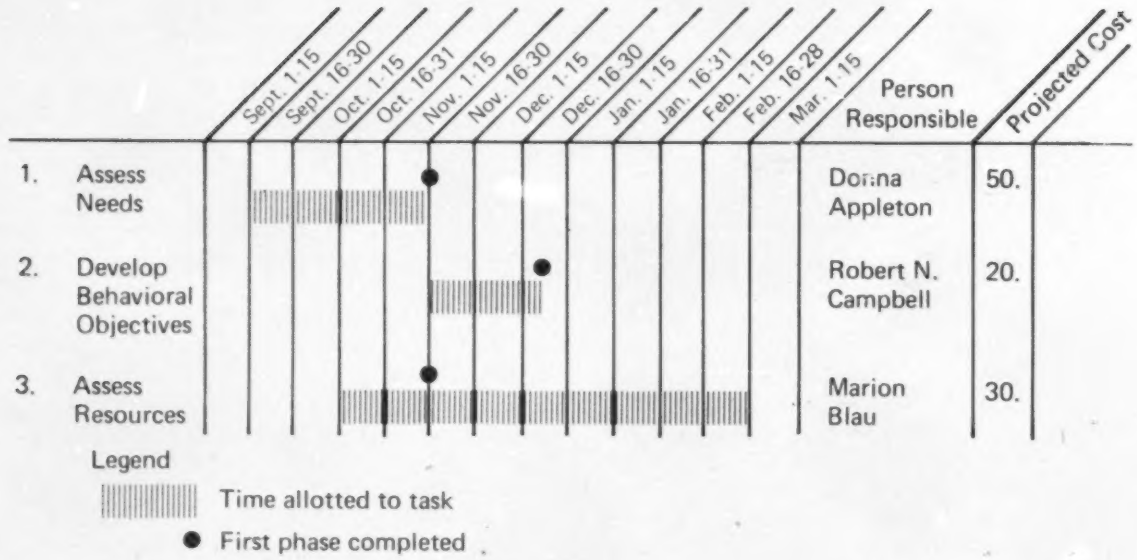
An example of a simple planning aid which identifies tasks, time allowed for completion, the person responsible, and projected cost is presented in Figure 2.

Several characteristics of this planning chart should be noted.

1. The time projected to accomplish each task is depicted and the completion point for the primary phase is marked. To illustrate, resource assessment is an ongoing activity and is

FIGURE 2

Career Guidance Program Planning:
Projected Tasks, Time, and Responsibilities



projected to continue throughout the year. The initial identification of resources is completed in the first four weeks. After that time resources are added to the file as they are identified.

2. It is not necessary for every task to be completed before another can begin. Resource assessment is one task which may be conducted concurrently with needs assessment and behavioral objective development. Therefore, it is shown beginning before the needs assessment is finished, before behavioral objective development begins, and continues beyond the completion dates of both.

3. In some cases it is necessary for tasks to be completed in sequence. Because goals must be identified (needs assessment) prior to the initiation of behavioral objective development, these activities are shown sequentially.

4. The individual(s) responsible for task accomplishment is also noted. Although this person has major responsibility, others will assist in task accomplishment. As a planning/coordination aid, this information will help identify key individuals as questions concerning particular program planning aspects arise.

5. The total estimated cost for completing each task is presented. This figure is determined from the approximated costs for materials, supplies, postage, etc.

A one-year planning form is provided in Exhibit K. In addition, a completed form for a fictional school district is presented in Exhibit L.

Step 5 – Implementing

After the objectives of the career guidance program are carefully specified, resources are identified, and alternatives selected, it is time to put the plan into action. Program implementation will provide opportunities for students to participate in activities that will help them achieve career guidance objectives. In addition, implementation of new activities requires close observation to identify strengths, weaknesses, and ideas for alternative approaches. Procedures for critiquing program implementation should be identified before the plan is put into effect.

Initial implementation hinges on the process of collecting useful information in order to improve the functioning of the program. This involves gathering information to determine the

- extent to which activities are being or can be implemented as intended
- degree to which desired outcomes are being attained
- unanticipated outcomes

Sources of this information include pilot testing and reaction data.

Pilot testing is a small-scale tryout of a planned activity. It is especially useful when the activity is planned to have broad-scale application or when it is likely to be repeated. Its use should be reserved for activities that are likely to be subject to modification. Ideally, pilot tests should be efficient in their use of time and resources.

Reaction data should be obtained from persons involved in program implementation. For example, when an activity is delivered through a language arts class, it is important to receive feedback from the teacher and a number of the students. For further information see *Deciding via Evaluation.*

The Program Planning Committee Coordinator is responsible for monitoring the activities related to program development. Of particular concern are cost and time considerations.

The program planning form serves to identify each major activity and the anticipated costs associated with it. As implementation gets underway, it may be necessary to make revisions in both cost and time estimates. The planning process is intended to be flexible. Original estimates should not be treated as absolutes, but rather should be modified to reflect changing local conditions.

The Coordinator should be informed about the progress of program development activities. This can be accomplished through effective communication. As information is exchanged with others involved in the career guidance program, the Coordinator will gain valuable insight concerning program status and ideas for improving program operations.

Because it is difficult to remember all this information, it is wise to maintain a log of program implementation events. This record does not have to be elaborate. It should be kept with other program planning materials and will provide direction for future planning efforts. The Coordinator's log may be easily maintained by making entries on a day-by-day basis.

Step 6 – Evaluating Outcomes

Evaluation is the phase of the planning cycle in which the success of the career guidance program is determined. It asks, "Has the program succeeded in helping students achieve specified objectives?" Usually indicators of success are changes in student's attitudes, knowledge, and skills after their participation in the career guidance program. Evaluation instruments are used to examine these changes.

Evaluation guidelines should be established to determine:

- what data should be collected,
- when data should be collected,
- how data should be collected and analyzed, and
- what conclusions may be drawn.

No single evaluation design is appropriate to all situations. Program planners should take into consideration the above questions when developing their evaluation design. Feasible procedures for evaluation are presented in *Deciding via Evaluation.*

Program evaluation can occur in both formal and informal ways. A number of different evaluation techniques may be used to obtain information: verbal reports, questionnaires, surveys, achievement tests, and observation. However, the evaluation effort should not require more resources than the answers provided by the evaluation are worth.

The data collected in the evaluation process should be analyzed and interpreted as soon as possible. Evaluation findings may point out a need for major program revision and will lead the Planning Committee to a recycling of the program planning steps. As a result, as yet untreated guidance program aspects receive attention.

It is not unusual for the development of an evaluation design to require professional assistance. Frequently, assistance with design can be obtained from state department personnel or a consultant not associated with the school district.

Evaluation findings suggest recommendations for program change. These findings substantiate the program reports made by the Planning Committee to the superintendent and school board for program continuation and improvement.

In order to implement recommended program changes, it will be necessary to repeat the six program planning steps. In summary these six steps are:

1. Assessing Needs
2. Developing Objectives
3. Assessing Resources
4. Developing Strategies and Programming

5. Implementing

6. Evaluating Outcomes

Throughout the program's operation, the evaluation of its outcomes will reveal areas in which the Committee will want to concentrate revision efforts. The planning cycle should be employed to organize and carry out program improvement, modification, or expansion.

COORDINATOR'S CHECKLIST II

PROGRAM PLANNING

1. Collect and organize materials related to career guidance designed to increase understanding of the program.

2. Identify methods for obtaining support for program development and implementation.

   Publicity contests
   Town meeting

3. Identify and implement a method of assessing student and/or adult career development needs.

   Person responsible
   Time allowed for completion
   Estimated cost

4. Develop career guidance program behavioral objectives.

   Person responsible
   Time allowed for c mpletion
   Estimated cost

5. Identify available materials for implementing a comprehensive career guidance and counseling program.

   Person responsible
   Time allowed for completion
   Estimated cost

6. Identify possible barriers to program planning and delivery and consider methods of overcoming resistance.

   Informative strategies
   Persuasive strategies
   Coercive strategies

7. Outline management techniques to be used in implementing career guidance objectives.

   Planning forms and checklists
   Budget controls

8. Assign responsibility for coordinating various program development procedures.

   Assessing needs
   Developing objectives
   Assessing resources
   Evaluating outcomes

9. Identify consultants required for assisting in program development and the length of time for which their assistance would be required.

10. Prepare budget for total program development and implementation.

11. Develop and implement evaluation procedures.

    Person(s) responsible
    Time allowed for completion
    Estimated cost

12. Prepare year-end report summarizing accomplishments and developing recommendations for future program development.

EXHIBITS

Exhibit A

PLANNING COMMITTEE MEMBER RECOMMENDATION

	Name	Agency	Position	Address	Phone Number
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

Exhibit B

LETTER OF APPOINTMENT TO PLANNING COMMITTEE

Dear

I welcome you as a member of the Career Guidance Program Planning Committee. Your appointment was approved on _____, 19 ____, by the _____ School Board. Please indicate your acceptance of this appointment in the form of a letter addressed to me.

Your interest in our schools will make you a valuable member of the Committee. I hope you will find this opportunity to contribute your talents to the school and community a fulfllling one.

The first meeting of the Planning Committee will be scheduled when acceptance letters have been received from all appointed members. You will be notified of the date, time, and location of the meeting and will receive a copy of the agenda.

Thank you for your willingness to participate in this planning effort.

Sincerely,

Coordinator

Exhibit C

NEWS RELEASE

Office of the Superintendent
Green Valley School District
Green Valley, Iowa
286-3652

TO: Green Valley Gazette

FOR IMMEDIATE RELEASE

The Superintendent of the Green Valley School District announced today that a planning committee for a new career guidance program has been named. The committee members represent various groups within our community. It is expected that each member will bring valuable information to the committee as it plans a program to help young Green Valley citizens prepare for their future employment and leisure time. Not only does each member, by employment or avocation, offer a wealth of experience; each has indicated a willingness to work directly with our young people in relation to their many career guidance needs.

The Coordinator of the committee is Brian Martin, Counselor at Green Valley Senior High School. Other members are Donna Appleton, Counselor and English teacher at the Junior High School; Hermione Hoffman, Treasurer of Friedman Freight; A. Orley Johnson, owner of Johnson Motors and President of the Rotary Club; Ophelia Pringle, Home Economics teacher at the Senior High; Cora Belle Brooks, 4-H Club leader and active member of the Green Valley Women's Club; Vito Marsutti, President of Green Valley Senior High School Student Council; and Frank Perch, Pastor of the Levanite Church and parent. The first meeting of the planning committee is scheduled for August 1, at the Cut N'Hack Inn.

Exhibit D

CAREER DEVELOPMENT: A RATIONALE*

Career development, as a new focus for education, has the potential to restructure substantially the processes and activities of education, modify the values and attitudes of educators, and maximize the opportunities for student involvement and responsibility. Career development concepts can become the organizer for the total curriculum.

In traditional education, students tend to be viewed as objects to be brought up to grade level in basic content areas at the end of the school year. The career development perspective, however, puts a premium on students as persons—on personalizing education to make it meaningful. Career development, defined in this context, is self-development over the life span through education, work, and leisure. It is a way of describing and understanding total human development.

Relating the school and its curriculum to the outside world is a necessary first step in establishing career education in a school system. The career world can be brought into the school by resource personnel, parents, and the students themselves. Action-oriented, learn-by-doing processes should be used.

Exploring career worlds will help students develop a feeling of how adults achieve their place in society. Through career exploration, students can examine the meanings of work and leisure and their relationships to personal life styles. Also, since career exploration is a personal endeavor and not a competitive venture, each student can explore at his/[her] own pace in his/[her] own unique fashion and thus be assured of a measure of success.

When the school builds upon the inherent interest of the child in activity and exploration, enriching his/[her] learning through appropriate experiences which help him/[her] to see what he/[she] is about and to consider what is most important to him/[her] in relation to the adult world, we then begin to have the elements of a career development program. With such a program, each member of the school staff has a stake in the child's career development; each teacher and, indeed, each parent and businessman carries some responsibility (Tennyson, 1971).

Reference: Tennyson W. Wesley, "Career Development: Who's Responsible?" *American Vocational Journal* 46 (3): 56; March 1971.

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*This rationale is adapted from Moore, Earl J. and Gysbers, Norman C. *Career Development: A New Focus in Life Career Development: A Model.* Columbia, Missouri: Career Guidance, Counseling Placement Project, 1973, pp. 1-8.

Exhibit E

PLANNING COMMITTEE MEETINGS CHECKLIST

1. Major topic:

2. Objectives for meeting:

3. Special persons to be invited:

4. Invitations made:

5. Time and location:

6. Activities to be conducted:

7. Persons responsible for activities:

8. Necessary materials and equipment:

9. Expected outcomes:

10. Special considerations:

11. Follow-up action required:

Exhibit F

ORIENTATION SESSION AGENDA

AGENDA

Date _____

Time _____

Place _____

1. Introduction of members

2. Rationale for career guidance programs

3. Background reading and additional sources of information

4. Roles and responsibilities of the Planning Committee and its members

5. Structure for subsequent meetings

6. Questions and concerns

(Refreshments should be available throughout the meeting.)

Exhibit G

TOWN MEETING AGENDA

Place: T. R. Hoffman, Sr., Community Center, Green Valley Township, Iowa

Time: 7:00 p.m. – 9:00 p.m.

Title: Career Guidance in Our Schools: A Better Future for Our Children

Program Agenda:

7:00 p.m. – 7:10 p.m.	Welcome	Brian Martin, Community Coordinator for Career Guidance in Green Valley
7:10 p.m. – 7:20 p.m.	Introductory remarks to the film	Ophelia Pringle, Home Economics teacher, Green Valley High School
7:20 p.m. – 7:50 p.m.	"Career Guidance in Iowa" (a state department of education film depicting the variety of special programs available to Iowa students)	
7:50 p.m. – 8:00 p.m.	Comments – (a perspective)	Ophelia Pringle and Brian Martin
8:00 p.m. – 8:20 p.m.	Refreshments and exhibit entitled "New Careers" (posters and art work of the students at Green Valley High School and the Morning Street Elementary School)	
8:20 p.m. – 8:40 p.m.	"Career Guidance in Green Valley" (an audiovisual presentation using slides of local school activities)	Brian Martin and Donna Appleton, Guidance Counselor and English teacher at Green Valley High School
8:40 p.m. – 9:00 p.m.	Question and answer session	Panel of Brian Martin, Ophelia Pringle, and Donna Appleton

Exhibit H

TIPS FOR WRITING NEWS ARTICLES

- Be alert to good stories:
  - . human interest
  - . noteworthy items
  - . announcements
  - . other
- Think in terms of:

  WHO

  WHAT

  WHEN

  WHERE

  WHY
- Write in simple language.

  Use simple, everyday conversational language. Emphasize verbs and short words. Avoid the use of many adjectives and sentences with subordinate clauses.
- Capture the reader's interest early in your story.

  Your first paragraph should contain the major points or emphases of the story. This paragraph should be interesting enough to encourage the reader to "read on"!
- Be brief, but accurate.

  Paragraphs should be brief, composed of two or three sentences. Information should be written in declining order of importance. The important facts of the article should be found in the first few paragraphs of the story.

  Any factual information should be checked for accuracy. Spelling should be correct.
- Advertise your activities and your problems.

Exhibit I

LETTER TO PARENTS

Dear Parents:

School District has begun the development of a comprehensive career guidance program. Because the success of the program will depend to a large extent upon your support, we are interested in providing you with an opportunity to become familiar with the concepts of career guidance. To do this, a public meeting will be held on _____, _____ ___, at _____ p.m. in the _____.
Please let us know if you will attend by checking the appropriate response below and returning your response with your child.

_____ _____

Principal
Your School

Chairperson
Career Guidance Planning Committee

.....tear here and return.....

I will _____ will not _____

attend the public meeting on _____.

_____

Signed

_____

address

_____

_____

phone

Exhibit J

PLANNING COMMITTEE ASSESSMENT CHECKLIST

1. Does your school (district) have a comprehensive career guidance and counseling program?

   Yes _____ No _____

2. What educational divisions does the program include? (check all that apply)

   K – 3 _____ 10 – 12 _____

   4 – 6 _____ 13 – 14 _____

   7 – 9 _____

3. Is there a plan for a comprehensive career guidance program?

   Yes _____ No _____

4. Does your program/plan have provisions for developing skills in

	Yes	No
self and interpersonal relations?	_____	_____
career planning and decision making?	_____	_____
life role assumption?	_____	_____

5. Does your program/plan have provisions for special populations?

   Yes _____ No _____

6. Are the following persons currently involved in the program? How many?

   Students _____

   Parents _____

   Counselors _____

   Teachers _____

   Administrators _____

   Community Members _____

7. Have teachers and/or counselors in your school (district) had training or experience in career guidance work? List names.

8. Is there a need to do in-service career guidance training for the following?

Teachers	Yes _____	No _____
Counselors	Yes _____	No _____
Administrators	Yes _____	No _____
Others (Specify)		
_____	Yes _____	No _____
_____	Yes _____	No _____

9. Are there adequate physical facilities where career guidance activities would take place?

Yes _____ No _____

10. What do you feel is needed but not available?

11. What career guidance materials have been previously used?

_____

_____

_____

_____

_____

12. What career guidance activities have you previously used?

_____

_____

_____

_____

_____

13. Is there an appropriate individual in each school who will coordinate career guidance activities?

Yes _____ No _____

Should there be?

Yes _____ No _____

14. What special strategies for career guidance are being used?

Career Day _____

Career Guidance Resource Center _____

Field Trips _____

Placement _____

Other _____

_____

_____

15. If you were to implement a career guidance program in your school (district), which of the following are likely to be obstacles?

available staff _____

financial resources _____

attitudes of counselors _____

attitudes of teachers _____

attitudes of administrators _____

attitudes of parents _____

attitudes of community members _____

Exhibit K

PROGRAM PLANNING FORM

TASKS	PERSON RESPONSIBLE	PROJECTED COST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	JULY	AUGUST

Exhibit L

SAMPLE COMPLETED PROGRAM PLANNING FORM

TASKS	PERSON RESPONSIBLE	PROJECTED COST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	JULY	AUGUST
1. To assess the career development needs of Green Valley students	Donna Appleton	$50.00												
2. To develop behavioral objectives based on prioritized goals	Robert N. Campbell	$20.00												
3. To assess the resources available in Green Valley and surrounding areas	Marion Blau	$30.00												
4. To develop various ways of incorporating career guidance activities	School Staff	$100.00												
5. To implement career guidance activities	School Staff	$25.00												
6. To evaluate the effectiveness of the Green Valley guidance program	Brian Martin (consultant)	$75.00												

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CREDIBILITY REVIEW PANEL MEMBERS

This rural school career guidance project represents an effort to build upon the unique strengths of the rural setting and to overcome the problems faced by educators, parents, employers, and students in rural schools and communities. The use of local credibility review panels was designed to provide an assessment of the relevance and feasibility of the ruralized processes and products generated as a result of this project. Individuals representing educators, students, parents, and employers were organized into fifteen review teams across the states of Michigan, Wisconsin, and Ohio. The following individuals gave freely of their time and competencies over a year's period to increase the effectiveness of our efforts.

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